DOCUMENT RESUME

ED 283 745 SO 018 103

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TITLE Self-Concept and Adjustment in International Exchange Students. Research Report 32.
INSTITUTION AFS International/Intercultural Programs, Inc., New York, NY. Research Dept.
PUB DATE Jun 86
NOTE 16p.; For a related document, see SO 018 100.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Acculturation; *Adjustment (to Environment); Behavior Patterns; *Foreign Students; *International Educational Exchange; Secondary Education; *Self Concept; *Self Concept Measures; *Student Adjustment; Study Abroad

ABSTRACT

The important role that self-concept has in the educational process and its relation to academic success suggest that it might prove relevant to a study of cross-cultural adjustment. The focus of this investigation is the relationship between self-concept and the personal, social, and academic adjustment of high school-aged international exchange students in the United States. A Latin American sample of over 200 American Field Service students was chosen. These students came from five countries (Brazil, Ecuador, Paraguay, Uruguay, and Venezuela), and all were headed for a yearlong homestay in the United States. The findings of this study suggested that there was indeed a relationship between self-concept and subsequent personal, social, and academic adjustment. Students whose initial self-concept measures were high expressed fewer and less severe adjustment problems than those whose initial self-concepts were not so high. (BZ)

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SELF-CONCEPT AND ADJUSTMENT IN INTERNATIONAL EXCHANGE STUDENTS

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RESEARCH REPORT 32

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- collect and develop innovative cross-cultural orientation materials and procedures that potentially will improve the quality of the learning experience associated with participation in an AFS program;

- maintain contact with members of the scholarly, educational, and professional communities around the world who are interested in international and intercultural exchange of persons; and

- serve as a consultant to members of the worldwide AFS community with respect to research and evaluation, orientation and training, and other activities as may be appropriate.

SELF-CONCEPT AND ADJUSTMENT IN INTERNATIONAL EXCHANGE STUDENTS

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in cooperation with the AFS Research Department

June 1986

Introduction

In this investigation I focused on the relationship between the self-concept and the personal, social, and academic adjustment of high school-aged international exchange students in the United States. The major hypothesis tested was this: International exchanged students in the U.S. who, prior to leaving their home countries, have high self-concepts will adjust better to life in the United States than their counterparts with low initial self-concepts.

The Problem

Being a stranger in a strange land is inherently difficult. The troubles encountered by exchange students living with a host family in a foreign culture can be even more challenging. International exchange students in the United States have told of many difficulties in adapting to their new life. Aside from the difficulties attributable to unfamiliarity with American social and educational life, a potentially important aspect of the difficulties of exchange students arises from fluctuations in self-concept due to their ambiguous status of "stranger in a strange land." These fluctuations may be exacerbated by feelings of inadequacy due to students' unfamiliarity with the culture and customs, their different physical attributes, and their less-than-native ability to speak English.

Living in a new culture, the students meet with considerable ambiguity in things they usually take for granted in their home countries. This ambiguity can threaten their self-image. The uncertainty of mundane events could prove even more troublesome to individuals whose self-concepts are already low; they might find it especially difficult to encounter the lifestyle, culture, and beliefs of another society. The uncertainty and frustration that can develop as a result of the change of environment can prevent a person from adapting to and enjoying an effective personal, social, and academic life.

It is inevitable that individuals entering a new culture will be exposed to failure at times. The faux-pas and errors that occur dur-

ing a cross-cultural experience arise mainly from a lack of knowledge of language and customs. The rules of the game and the skills that are required to play must be learned through practice over time. Even individuals who consistently have maintained high self-concepts may become frustrated or distraught if the usual criteria they used to judge themselves in the home culture are employed in the new situation. One must be able to readjust these criteria and to be objective about oneself and one's present circumstances. Those who have negative self-concepts may find proof for their assumptions of failure, leading them to focus only on those things that support negative beliefs and ignore any evidence to the contrary.

The important role that self-concept has been shown to play in the educational process, and its relation to academic success, suggested that it might prove relevant to a study of cross-cultural adjustment. Accordingly, this investigation sought to determine whether self-concept is associated with the ability of individuals in cross-cultural situations to adapt to their new environment, and if so, how we can capitalize on this association to enhance their experience.

It is proposed here that self-concept, a factor within the individual, strongly influences his or her adaptation; that based on one's self-view, one judges how best to act and react to a situation, and further, that this social interaction in turn produces increased self-awareness. The research hypotheses tested in this regard were:

1. There will be a significant correlation between students' self-concept, both prior to their departure from home and as measured during their one-year homestay in the U.S., and the number and severity of adjustment problems they encounter. It is expected that students with more positive self-concepts will experience fewer and less severe adjustment problems.

2. Over time, self-concept measures will fluctuate according to adjustment difficulties encountered such that the self-concept scores of students who report relatively good adjustment will increase, while the self-concept scores of those students who report relatively poor adjustment will remain essentially the same or will decrease somewhat.

3. Those students who have high initial self-concepts will report better academic achievement while in the U.S. than their counterparts with lower self-concepts.

4. Those students who have high initial self-concepts will report better relationships with their host families than their counterparts with lower self-concepts.

The Study

In order to test these hypotheses, a sample of over 200 Latin American AFS students was chosen. These students came from five countries (Brazil, Ecuador, Paraguay, Uruguay, and Venezuela) and all were headed for a year-long homestay in the United States. I had the opportunity to administer questionnaires to the students in some of these countries at the orientation sessions prior to their departure; in other countries this was done by AFS orientation staff. Students also received questionnaires twice more by mail during their stay in the U.S. I tried to develop appropriate measures of self-concept and of adjustment for these students.

Measures of self-concept are not common in Latin America; Spanish and Portuguese measures are almost non-existent. To help offset this problem, I chose to translate into Portuguese and Spanish a well established English language measure of self-concept: The Eagly revision of the Janis-Field scale. This measure was chosen because of its positive psychometric qualities, its wide use with school-aged respondents, its ease of administration and scoring, and the ease with which its items could be translated meaningfully into both languages. In the development of this instrument, care was taken to assure that the translation of items from English to Portuguese or Spanish was adequate, and that the reliability and validity of the translated scales were of acceptable magnitude. The Portuguese version was tested with 276 Brazilian secondary school students for its reliability and validity. The findings of this test suggested that the translated scale provided a reasonable indication of an individual's psychological status. Because of the similarity in the Spanish and Portuguese languages, it was assumed that the Spanish version of the scale would display much of the same validity and reliability as the Portuguese version had shown. In the actual administration of the questionnaires, this assumption appeared to have foundation. In both the Spanish and the Portuguese groups, students neither had trouble in understanding the meaning of the items, nor in completing the scale. The translated versions of the scales appeared to be both reliable and valid indicators of self-concept.

The Measure of Student Adjustment is an English-language scale I designed based on items used in the Michigan International Student Problem Inventory (MISPI), developed by Porter in 1962 to determine the problems experienced by international exchange students studying at the post-secondary level. With assistance from AFS's research staff, I revised these items where necessary to be more appropriate for the current subject sample. The Measure of Student Adjustment (MSA) is designed to determine how many of the problems and situations that might trouble exchange students (for example, language difficulties, relationships with others, academic difficulties) are being experienced by each respondent, and to what degree they are being experienced.

To complete the MSA, the students must read the 60 items and decide whether or not each represents a situation that is troublesome to them. If so, students then estimate the degree to which they are bothered by the situation through the use of a five-point scale ranging from "Hardly at all" to "Very much." The minimum possible score is 0, meaning that a student experienced none of the 60 problems; the maximum score is 300, indicating that all of the issues noted on the measure represented major problems. (The actual maximum score obtained by any respondent was 152; the average score was 47.45.)

To uncover the common dimensions within the MSA, the scale was factor analyzed, yielding a six-factor solution. The items constituting the six factors, along with the standardized internal consistency coefficient of each factor, are presented in Table 1.

The items that constituted the factors formed meaningful clusters. The items of Factor 1 (EDUCATION) all were related to educational aspects of the student's experience. Factor 2 (HOST FAMILY) included items having to do with the student's relationship with the host family. The items in Factor 3 (ENGLISH) all related to difficulties experienced with the English language. The items of Factor 4 (PROBLEMS) expressed problems of a more global type, including concerns about diet and health. Factor 5 (PERSONAL) concerned personal issues such as the availability of counseling, loneliness, and homesickness, while Factor 6 (SOCIAL) was composed of social experiences that could be troublesome for the students.

Research Procedures

To this point, discussion has focused on the means I used to develop reliable and valid measures of self-concept and adjustment. Having satisfied this aim, I will now discuss how these measures were employed to investigate the relationships that existed between a student's self-concept and his or her adjustment over the course of the exchange experience. Information also was collected on each student's host family, and this permitted an investigation of the relationship between a student's self-concept and adjustment scores and the host family's evaluation of the student.

Two hundred fifty-one (251) AFS International exchange students from five South American countries (Brazil, Ecuador, Paraguay, Venezuela, and Uruguay) completed the Spanish or Portuguese version of the Revised Janis-Field Self-Concept Scale during their pre-departure orientation programs. In four of the five countries, these programs took place during the summer of 1982, just a day or two before the students' departure for the United States and their one-year homestay. The students from Uruguay completed the Self-Concept Scale in mid-May, during the first of a series of pre-departure orientation programs. All students left for the United States in the summer of

Table 1. Items Associated with Six Adjustment Scales and their Internal Consistency Coefficients

LIST OF FACTORS & ASSOCIATED ITEMS	Standardized Item Alphas Samples* 1	2	3
Factor 1: EDUCATION	.69	.79	.69
o Being unable to concentrate on studies			
o Feeling uninterested in high school attended in U.S.			
o Lack of knowledge about U.S.			
o Concerns with grades in school			
o Education in U.S. is not what student expected			
o Differences between education system of U.S. and education system of home country			
o Relationships between teachers and students in U.S.			
Factor 2: HOST FAMILY	.77	.78	.80
o Student's relationship with host parents			
o Student's relationship with host brothers and/or sisters			
o Not feeling like a member of host family			
o Difficulties student has in getting along with friends of host brothers and/or sisters			
o Feeling too shy to come out of bedroom to join host family			
Factor 3: ENGLISH	.87	.87	.86
o Student's difficulties in speaking English			
o Attending classes and lectures in English when student doesn't understand English well			
o Reading textbooks and novels written in English when student doesn't understand them well			
o Not being able to understand slang phrases used in U.S.			
o Student's limited English vocabulary			
o Needing help with English			
Factor 4: PROBLEMS	.74	.74	.69
o Difference between food in U.S. and food in home country			
o Dietary problems			
o Rapidly gaining or losing weight since arriving in U.S.			
o Differences between weather conditions of U.S. and home country			
o Concern that own health is deteriorating			

Factor 5: PERSONAL	.79	.83	.80

- o Feeling that student never should have participated in an AFS experience
- o Unavailability of personal-social counseling
- o Student's inability to maintain good relationships with people in U.S.
- o Being lonely
- o Difficulty in making new friends in U.S.
- o Feelings of homesickness
- o Frequently crying or feeling depressed
- o Feeling under stress and tension
- o Feeling that student would prefer to go home immediately

Factor 6: SOCIAL	.68	.69	.73

- o Treatment that student receives at social functions
- o Relationship between men and women in U.S.
- o Dating practices of people in U.S.
- o Sexual customs in U.S.
- o Not feeling at ease among groups of people
- o Confusion that student has about morals in U.S.

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* Samples 1, 2, and 3 refer to the Spanish-speaking sample, the Portuguese-speaking sample (Brazilians), and the combined sample, respectively.

1982. Hereafter, this first administration of the Revised Janis-Field Self-Concept Scale will be referred to as SELF 0 to distinguish it from the two subsequent administrations that occurred in the United States simultaneously with the administrations of the Measure of Student Adjustment (SELF 1 with MSA 1; SELF 2 with MSA 2), as I will describe presently.

The same measure of self-concept was mailed to these students at two times during their stay with their U.S. host family: in November, 1982 (SELF 1) and in May, 1983 (SELF 2). As with the first administration (SELF 0), students completed the measure in their native language, Spanish or Portuguese. In the same envelopes students also received the Measure of Student Adjustment (MSA 1 in November and MSA 2 in May). The May 1983 mailing also included a General Information Questionnaire (GIQ), which sought socio-demographic data and information about the students' academic performance while in the U.S. The students' host families also received questionnaires in May; the Host Family Measure (HFM) inquired about the student in general, the student's adjustment, and his or her academic performance.

All 251 respondents were AFS Year Program students sojourning in the U.S. There were 119 male and 132 female students, ranging from 15 to 19 years old. Table 2 presents a breakdown of students by country, sex, and age.

Table 2. Breakdown of Students by Country, Sex, and Age

	Sex	Age						
Country	% Male	15	16	17	18	19	Missing	Mean Age
Brazil	46.4%	0	12	44	40	0	1	17.29
Ecuador	46.4	1	1	18	31	1	1	17.58
Paraguay	74.2	0	8	11	12	0	0	17.13
Venezuela	35.0	0	10	21	9	0	0	16.98
Uruguay	41.9	0	7	21	3	0	0	16.87
TOTAL	47.4	1	38	115	95	1	2	17.23

Results and Discussion

Whether there is a relationship between the self-concept and the personal, social, and academic adjustment of international exchange students in the U.S. was the focus of this research. The findings of this study suggest that there is, indeed, a relationship. Significant correlations were obtained between pre-departure self-concept (SELF 0) and the measures of adjustment completed by the students during their sojourn (MSA 1 and 2). Students whose initial self-concept measures were high expressed fewer, and less severe, adjustment problems than those whose initial self-concepts were not as high. The hypothesis that self-esteem is associated with the social adaptation of foreign students is supported by these results.

The measures of self-concept completed by the students during their exchange year (SELF 1 and 2) correlated significantly with the pre-departure measure (SELF 0); and since SELF 0 correlates with the measures of adjustment, it is no surprise that SELF 1 and 2 also correlated significantly with the measures of adjustment (MSA 1 and 2). The high correlations I found among the measures of self-concept at different times, SELF 0, 1, and 2, suggest that the "self" is a fairly permanent and stable organization. This is consistent with historical views that the self is a central, fairly permanent, and stable organization that provides consistency to personality. As early as 1945, Lecky defined self-concept as "an organization of values that are consistent with one another," involving a dynamic process of continuous assimilation of new beliefs, and the change and/or rejection of old ones. As might be expected, the concurrent measures of self-concept and adjustment showed stronger correlations than did measures of self-concept and adjustment administered at different times.

Prior research on self-concept has suggested that, although the self is open to change, there is a resistence to such change and a striving for consistency. Individuals must keep their interpretations consistent with their experiences, but to maintain their individual identity, they must organize these interpretations into a subjective system that is internally consistent. Hence, successful adjustment might raise an individual's self-concept, but not so much as to be inconsistent with the individual's preconceptions of him- or herself.

The findings of this research concur with the findings of prior research in this regard. A "stable" characteristic of the self is evident when viewing the overall results of the three SELF measures. The dispersion of scores over time remains fairly consistent: the minimum scores ranged from 43 to 50, the maximum scores ranged from 93 to 97, and the standard deviations ranged from 7.4 to 8.4. Yet the self-concept does display a "dynamic" charactistic as well. The mean score rose from 72.29 (SELF 0) to 73.32 (SELF 1), and ultimately to 76.8 (SELF 2) for the entire sample. It seems, then, that in terms of self-concept, the AFS experience is generally a valuable one.

Self-Concept and Adjustment

The question arises, however, whether the average increases in self-concept are associated with successful adjustment to the foreign culture or with other factors not considered. Correlation analysis was conducted to determine the relationship between the adjustment measures and the changes in the SELF measures. First the change in self-concept from SELF 0 to SELF 1 was compared with the first adjustment measure (MSA 1). Here the correlation coefficient (r) was -0.25, with a probability for error of less than 1 in 1000 (p less than 0.001). This suggests that a small but significant proportion of the change in self-concept can be "explained" by the students' adjustment. Similarly, the difference between the self-concept measures SELF 1 and SELF 2 was compared with the May adjustment measure (MSA 2). The results for this analysis were nearly identical: $r = -0.27$, p less than 0.001. The significant correlations found between the changes in self-concept and the measures of adjustment support the contention that the way in which an individual views the self may be influenced by success and failure; those with fewer and less severe adjustment problems seem somewhat more likely to develop positive attitudes about themselves.

It is important to note that these relationships are not merely a reflection of the initial self-concept score. A correlational analysis holding the initial self-concept score constant found significant partial correlations between the SELF 1 and MSA 1 ($r' = 0.33$, p less than 0.001) and between the SELF 2 and MSA 2 measures ($r' = 0.27$, p less than 0.001). These findings indicate that changes occurring in self-concept are associated with changes in adjustment, and vice-versa;

this occurs independently of the initial level of self-concept.

The relationship between success and self-concept has often been explored in past research and discussions of educational theory. In 1969, educational researchers La Benne and Greene wrote, "A person with a weak self-concept . . . is more likely to have a narrowed perceptual field" that, in effect, limits the data available for intelligent, efficient decision-making and action. "Instead of broadening his fund of knowledge and skills, such a person is kept busy defending his already existing perceptual organizations." The individual with a positive self-concept has experienced acceptance and success quite regularly and, therefore, approaches situations with the expectation of success. "The dynamics of a positive expectation tend to produce the appropriate behavior and bring about the expectation," (p. 19).

The adjustment measure provided much useful and intriguing information. The minimum and maximum scores on the 60-item measure rose over time, as did the average scores (47.5 for MSA 1 versus 58.2 for MSA 2), indicating that students as a group experienced more, and more severe, adjustment problems over time. This finding is curious since positive self-concept correlated significantly with the report of fewer and less severe adjustment problems, and average self-concept scores became more positive over time. Thus, it would be expected that fewer and less severe adjustment problems would be experienced later in the stay. These results might indicate that those who experienced initial problems beyond some threshold were likely to experience even greater difficulties as time passed, pulling this average for the group higher, whereas those whose problem level fell below this threshold initially continued to experience relatively few problems over the course of the year.

The effective cross-cultural individual has been described as one who is satisfied with the new environment, participates in enjoyable activities, interacts with host nationals, and has few complaints about conditions, host nationals, or the host culture. This was found to be true in this research. Scores on two of the subscales developed from the adjustment measure relevant to these issues (PROBLEMS and SOCIAL) correlated highly with the overall adjustment of the students ($r = 0.79$, $p = 0.001$, and $r = 0.68$, $p = 0.001$, respectively), indicating that these issues played a major role in the overall adjustment of the students.

The question still remains whether adjustment problems lower self-concept, or whether low self-concept leads to adjustment problems. To answer this question, I conducted a cross-lagged panel analysis, a statistical technique that calculates the probability that change in one variable "causes" change in the other. But neither variable was predominant. My conclusion, therefore, is that adjustment and self-concept may influence each other, or that some other factors influence both equally.

Self-Concept and Academic Adjustment

I also tested the hypothesis that those students with high initial self-concepts would report better academic achievement while in the U.S. than their counterparts with lower initial self-concepts. The positive relationship between self-concept and academic success that is frequently described in educational literature did not occur in this instance. Students' reports of their grades did not correlate significantly with pre-departure self-concept, nor with self-concept measured later on. Additionally, the host families' appraisals of the students' grades and adjustment to school in the U.S. did not correlate significantly with any of the self-concept measures. The host families' appraisals of the students' grades and of their adjustment to school correlated significantly with the students' two reports of their own grades ($r = 0.26$, $p = 0.001$, and $r = 0.20$, $p = 0.005$, respectively), which provides some evidence for the validity of the students' self-reports of grades; however, the correlations are not particularly strong.

Interestingly, the measures of self-concept did correlate significantly with the scores on the education subscale of both adjustment measures, with a probability of error less than 1 in 20. Students with high self-concepts expressed fewer and less severe adjustment problems relevant to school work in the U.S., whereas their reported grades were not necessarily higher than those of their counterparts with lower self-concepts. The apparent contradiction between the finding that students' grades are not related to self-concept, and the finding that the number and severity of their academic problems are related to self-concept, suggests that a student's grades are not especially related to the number or severity of the academic problems that a student faces. Two possible explanations can be offered. On the one hand, students who are using a foreign language as the language of instruction in the classroom may report difficulties because of this. Teachers in the school, however, may grade the exchange student more leniently because of the language problem. On the other hand, many of the students were older (17 and 18) and, if they had not already completed high school in their own countries, they were close to doing so. Their academic performance in the U.S. often has no effect on their academic standing at home, and, as a result, they have little motivation to work hard to obtain good grades. Their potential "apathy" toward school could result in poor grades but lack of reported difficulty with academic work.

Self-Concept and Host Family Relationships

As predicted, students with high self-concepts showed a tendency to report fewer and less severe adjustment problems regarding interactions with their host families than those with lower self-concepts.

The correlation between the students' initial self-concept measure (SELF 0) and their scores on the host family subscale of the MSA 1 measure is weak but significant ($r = -0.13$, p less than 0.05), indicating a general positive relationship between high self-concept and having few problems in host family relations. A stronger correlation was obtained between the MSA 1 Host Family subscale and the concurrent self-concept measure, SELF 1 ($r = -0.25$, $p = 0.001$). However, no significant relationship was found between pre-departure self-concept scores (SELF 0) and scores on the MSA 2 Host Family subscale completed in May. Nor did any of the self-concept measures correlate significantly with the host family's impression (obtained from the May 1983 Host Family Measure) of how well the student adjusted as a member of the family, even though this measure was found to correlate significantly with the MSA 1 Host Family subscale.

This might suggest that the student's pre-departure self-concept may have some influence on the student's early impression of his or her relationship with the host family; but as the year progresses, it is less and less clear that the student's pre-departure self-concept score has much influence on his or her actual adjustment to the host family. This does not mean that self-concept is unrelated to host family adjustment, however. As I mentioned earlier in this report, the self has both stable and dynamic characteristics. According to psychologist Epstein (1973), the dynamic organization of the self-concept is based upon individuals' experiences, the most important of which is social interaction with significant others. In this study, even though the pre-departure measure of self-concept (SELF 0) did not correlate with the May 1983 measures of host family relations (MSA 2 and HFQ results), the subsequent measures of self-concept (SELF 1 and 2) did correlate significantly with these measures. While the correlations found were not particularly strong (correlation coeffiecients in all cases were less than 0.15, and the probability for error was not less than 1 chance in 20), the findings suggest that people's self-concept may be at least partially determined by what others believe about them.

Other Factors

In this study, no significant relationships were found to exist between sex and age on the one hand and self-concept on the other. This finding differs some from previous studies, but supports the findings of Hansel (1980), who found no significant differences between sophomores and older AFS students in the number of difficulties they encountered during a three-month exchange program.

The students' level of religious practice is another factor that might conceivably be related to adjustment and self-concept. Pruitt (1978) observed that the maintenance of religious commitment seemed to help students adjust. The results of my study indicated that students

who practiced their religion more frequently had, on the average, lower self-concept scores and reported more, and more severe, adjustment problems on the first measure of adjustment. Certainly, then, not all students need religious practice to aid in a smooth adjustment to the host culture. It may be that those who are less sure of themselves and who are more threatened by that which is new and unfamiliar are more likely to seek support or comfort from their religious practice. In this sample in which 60% of the subjects reported that they actively practiced their religion, the church could be a natural place for them to seek help for their adjustment problems. However, there was no way in this study to determine whether students actually sought or received help from their churches, or whether their private religious practice better enabled them to cope with the new environment.

Those students who actually had lived outside their own country prior to participating in the exchange experience generally reported fewer, and less severe, adjustment problems than those who had not. There seemed to exist a direct relationship between the number of times a student had lived abroad and his or her adjustment. However, mere travel abroad, even frequent travel, did not correlate significantly with adjustment. This emphasizes an important difference between living abroad as on an AFS experience, and a tourist's experience of other countries.

Recommendations

The major implication of this study is that measuring students' self-concepts prior to their participation in an international homestay experience could provide valuable information regarding the likelihood that individual students will or will not readily adjust to the personal, social, and academic aspects of the foreign living experience. Students with higher self-concepts seem less likely to suffer severe adjustment problems, and have fewer problems generally, than students with low self-concepts. This is not to say that students with lower self-concepts should not be selected for intercultural homestays, but rather that measures should be taken to provide them with special assistance during their international sojourn. These steps could include careful placement of students who are shown to have lower self-concepts and more careful monitoring of such students during their homestay so that counseling and other support services can be provided promptly as needed. Orientation for host families should also include a discussion of self-concept and adjustment, so that the host families can help their students see themselves as competent people who can deal with adjustment difficulties rather than as failures who will be unlikely to adjust.

Cross-cultural counselors could be instructed about the nature of the relationship between self-concept and adjustment, a relationship that potentially could be overlooked in the counseling situa-

tion. Many counselors tend to dwell on the traditional variables that have been implicated so often as influencing cross-cultural adjustment: language differences, unfamiliarity with social cues, "culture shock," homesickness, and the like. Problems such as these, however, may represent only the tip of the iceberg, while social psychological variables that have a massive influence on adjustment may be lurking beneath the surface. With this knowledge, counselors could evaluate referred students in terms of self-concept to gain better insight into their problems. Measures of specific components of self-concept could be used to pinpoint the exact difficulties a particular student is having, and strategies could be developed to help the exchange student deal with the sorts of problems that can be anticipated.

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Editor's Note: For more information about this research, consult the Ph.D. dissertation of the author: Cramo, Suellen Ludwig. **An Investigation of the Relationship Between Self-Concept and Adjustment of International High School Exchange Students.** Michigan State University, Ph.D. 1984. University Microfilms International, 300 North Zeeb Road, Ann Arbor, MI 48106. Phone 800-521-3042. Order number 8507483.

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